



# **ST ALBAN'S CLASSICAL ACADEMY**

## **Behaviour Policy**

**Policy issued: October 2023**

**Next review: May 2024**

## TABLE OF CONTENTS

1. INTRODUCTION
2. ROLES AND RESPONSIBILITIES
3. PUPILS
4. THE HOME
5. THE SCHOOL
6. SANCTIONS FOR UNACCEPTABLE BEHAVIOUR
7. EXCLUSIONS
8. INVESTIGATING INCIDENTS
9. INTERVENTIONS/SUPPORT
10. OUTSIDE AGENCIES
11. TRAINING AND DEVELOPMENT FOR ALL STAFF
12. COMMUNICATING THE BEHAVIOUR AND EXCLUSION POLICY
13. PASTORAL CARE
14. ACCUSATIONS AGAINST STAFF
15. BULLYING
16. SCHOOL CULTURE
17. RE-ENROLMENT
18. RE-ADMITTANCE
19. APPENDIX I - CLASSROOM MANAGEMENT

# BEHAVIOUR POLICY

This Policy will be interpreted in line with the Christian values and ethos of the school and must be read consistently with all other material policies of the School. For the purposes of all School policies please refer to the definitions guide (not all defined terms will be material to all policies or the procedures authorised by the governing body under it). This policy should be read in conjunction with the School's Anti-Bullying Policy, Complaints Procedure, Safeguarding Policy, and Staff Code of Conduct.

## 1. INTRODUCTION

- 1.1 St Alban's Classical Academy seeks to create an atmosphere in which effective teaching and learning can take place. We expect our pupils to maintain the highest standards of behaviour at all times.
- 1.2 Adults and children flourish best in an ordered, positive environment; therefore we work to maintain fair discipline throughout the school, with clear behavioural norms that all staff, parents and pupils uphold so that learning can take place and everyone can fulfil their potential.
- 1.3 The physical, emotional and spiritual welfare of our pupils and staff is protected and our statutory requirement to promote the well-being of children and protect them from harm is in line with the DfE's statutory guidance 'Keeping Children Safe In Education' (2023) and 'Suspension and Permanent Exclusion from maintained Schools, academies and pupil referral units in England' (2023).
- 1.4 Our Christian faith contributes significantly to the high value we place on the moral and spiritual development of our pupils and the contents of this policy.
- 1.5 We believe:
  - 1.5.1 The foremost contributor to good pupil behaviour is a positive and invigorating School atmosphere (see Appendix 1 – Rewards Procedures) with well-paced and appropriately challenging lessons for all (see Teaching and Learning Policy).
  - 1.5.2 Pupils who attend regularly are more likely to behave well. There is more continuity to their learning and they tend to have a greater attachment to their School. St Alban's Classical Academy will have rigorous systems to maximise attendance (see Attendance Policy).
  - 1.5.3 Every incident of misbehaviour in the School is seen as instructive and a learning experience as pupils are encouraged to learn constructively from their mistakes.
  - 1.5.4 The best type of discipline is self-discipline; that the pupils know how to conduct themselves and behave appropriately even when teachers and their parents are not around.
  - 1.5.5 Each pupil has the right to learn in an environment which promotes Christian values. We promote principles of respect, hard work, courtesy, co-operation, consideration, kindness, forgiveness, unselfishness, justice, self-discipline and respect and a no nonsense approach to bullying.
  - 1.5.6 Pupils respond best to strong discipline and firm boundaries.
- 1.6 We seek to:
  - 1.6.1 Encourage our pupils to take responsibility for their own actions and develop as proactive young citizens.
  - 1.6.2 Help develop young citizens with an understanding and respect for the rules needed to live in a vibrant, successful and well-ordered community.
  - 1.6.3 Emphasise the importance of social enterprise and encourage our pupils to make a positive difference to the locality, and even the country and world, in which they live.
- 1.7 The curriculum will give the opportunity to discuss the principles that underpin the Behaviour Policy. Staff will support our expectations of good behaviour explicitly in all lessons, around the School, and in assemblies.

## **2. ROLES AND RESPONSIBILITIES**

### **2.1 The Board of Directors**

2.1.1 The Board of Directors of St Alban's Classical Academy take their responsibility to promote good behaviour and discipline seriously in relation to the Education and Inspections Act 2006, and DfE Guidance for Governing Bodies.

2.1.2 They will set the expectations and terms of this policy in conjunction with the Headteacher and with input from staff, review the policy regularly, carry out appropriate discipline reviews and ensure that it is published on the school website.

### **2.2 Staff**

2.2.1 All staff and volunteers have a responsibility to ensure that this policy is consistently applied throughout the school and should provide mutual support to colleagues. They should model the high standards of behaviour and respect expected from pupils, provide effective monitoring, supervision and praise and enforce sanctions where needed.

2.2.2 Staff should always consider if behaviour might be linked to a child suffering, or being likely to suffer, significant harm, in which case the School's Safeguarding Policy should be followed.

2.2.3 Staff members also have a responsibility to teach the pupils that there are times when a person may make requests of children that are harmful, inappropriate or unsafe. Pupils should be enabled to recognise these situations and know that they can and must say 'no', and tell someone they trust.

### **2.3 Parents**

2.3.1 Good education relies on a partnership between parents or carers, pupils and the School. To achieve our aims of the highest standards of behaviour, we are reliant on a strong three-way partnership between the pupils, the School and home. For the school to function effectively, the School, pupils, parents/guardians must share the same expectations in a positive way.

2.3.2 St Alban's Classical Academy recognises the parents' primary responsibility for training up their children.

2.3.3 Parents are responsible for their own child's attendance and behaviour inside and outside school and are encouraged to set high standards and to fully support the School's Behaviour Policy.

## **3. PUPILS**

### **3.1 To and from School:**

3.1.1 School uniform is to be worn correctly on the way to and from School

3.1.2 Always be polite and considerate to everyone

### **3.2 In the Classroom pupils:**

3.2.1 Are to be punctual to all lessons.

3.2.2 Wait outside the classroom in an orderly manner until told to enter by the teacher.

3.2.3 Remove outside clothing before a lesson begins.

3.2.4 Are expected to work to the best of their ability and give their best effort at all times

3.2.5 Cannot eat or drink in lessons (other than water from a plastic bottle. Metal bottles are not permitted in school for pupil use).

3.2.6 Must have the necessary equipment for all lessons.

3.2.7 Are expected to complete their own work and submit it by the set deadlines.

3.2.8 Are not to distract others from working

3.2.9 Are not to disrupt teaching and learning

3.2.10 Need to act in a safe and responsible manner.

3.2.11 Must listen to and follow the instructions of the teacher.

3.2.12 Pupils are not permitted to leave a lesson to go to the toilet unless they are permitted by the Teacher.

### **3.3 Lunch Time:**

3.3.1 Table manners should be of the highest standard at all times.

3.3.2 Clear tables of food, plates, cutlery, and lunch boxes or bags, etc, before lunchtime is over

- 3.3.3 Pupils are expected to sit at the table they are directed to by duty staff
- 3.3.4 Pupils are expected to be polite and well-mannered to all staff and parents supervising
- 3.3.5 Food to be eaten during lunchtime only
- 3.3.6 The exception to the above is Classroom Break and,
- 3.3.7 If pupils are taking part in a formally organised lunchtime society, club or sporting activity. In these circumstances pupils will be able to eat a packed lunch supervised by staff members.
- 3.4 Around the School pupils are expected to:
  - 3.4.1 Walk in a single line when moving from place to place.
  - 3.4.2 Act in a safe and responsible manner at all times.
  - 3.4.3 Put their litter in the bins provided.
- 3.5 Assemblies - pupils are expected to:
  - 3.5.1 Attend assembly, as required
  - 3.5.2 Enter and leave in silence
  - 3.5.3 Remove outdoor clothing
  - 3.5.4 Give whoever is leading the assembly their undivided attention
  - 3.5.5 Participate respectfully.
- 3.6 Classroom Break Time
  - 3.6.1 Pupils are expected to bring their own snacks from home for Classroom Break
  - 3.6.2 Hot foods and drinks are not allowed during Classroom Break
  - 3.6.3 Only water in a water bottle may be used inside the classroom
  - 3.6.4 Pupils are expected to clean up after themselves and tidy their desk/table area at the end of Break Time
- 3.7 Play Time
  - 3.7.1 When the weather is deemed too wet for pupils to be outside an ‘indoor play time’ will be announced. Under such circumstances pupils would be expected to spend the break or lunch period in their Classrooms or other approved space supervised by teacher, staff, or parent volunteers.
  - 3.7.2 Play should be a wholesome activity, good clean fun that is not at the expense of others - sports, crafts, games, reading, and conversation. Younger children should be influenced for good.
- 3.8 Expectations of pupils before school are as follows:
  - 3.8.1 Pupils are expected to enter the school building on arrival, no lingering outside of the building.
  - 3.8.2 Once inside the school building, pupils are expected to walk, not run, speak quietly, and always be under supervision of a teacher or staff member.
  - 3.8.3 Ball games are not allowed before school.
- 3.9 Whole School Rules – pupils:
  - 3.9.1 Must show a high degree of politeness: for example, speaking to adults - using their names with their appropriate title (Mr, Mrs, Miss, or Ms) with a tone, manner and demeanour which shows respect. No adult is to be referred to on a first-name basis.
  - 3.9.2 Are expected to wear the correct School uniform.
  - 3.9.3 Are expected to attend School every day unless notice is given beforehand by the parent/guardian.
  - 3.9.4 Must have permission to leave the School premises should they need to with a parent, carer, or pre-approved adult.
  - 3.9.5 When pupils are given permission to leave the School site early they must ensure that they sign out at the administrative office before leaving with their supervising adult.
  - 3.9.6 Must respect the School environment at all times: placing all litter in bins; no graffiti; not purposely damage School property and equipment. If something is broken or damaged it must be reported straight away.
  - 3.9.7 Must be polite and kind at all times. Deceit, arguing and off-hand comments are disrespectful. ‘Please’ and ‘thank you’ can never be worn out. Pupils should be polite to one another.
  - 3.9.8 Must tell the truth at all times.

- 3.9.9 Should have all the equipment and work needed for each lesson.
- 3.9.10 Should not have in their possession mobile phones, tablets, laptops, or any communication devices not approved by the Headteacher.
- 3.9.11 Are not allowed to smoke, bring alcohol, or any other prohibited substance (see Safeguarding Policy)
- 3.9.12 Can never bring to School any item or substance that is deemed to be dangerous or illegal to have on your person. (See Safeguarding Policy)
- 3.9.13 Must never initiate violence of any kind.
- 3.9.14 Must never demonstrate threatening behaviour of any kind.
- 3.9.15 Must never take other people's belongings without permission.
- 3.9.16 In general, pupils must obey without challenge, without delay, and without excuse.
- 3.10 Directors support the right of staff to search pupils or their belongings if there is suspicion of bringing in unacceptable items and in the rare event of extremes of behaviour to use reasonable force. Guidance to staff will be given by the Headteacher and regularly reviewed. Unacceptable items include alcohol, tobacco, drugs (both prescription and non-prescription), aerosols, chewing gum, large amounts of money and dangerous or valuable items.

#### **4. THE HOME**

- 4.1 Parents/Guardians are expected to take proper notice of communications from the School concerning their child's behaviour and academic progress.
- 4.2 Parents have an entitlement to be fully informed about and question the School's decisions regarding their child's behaviour. However, we expect parents to accept and support the School's decisions.
- 4.3 Parents have the right to contribute to the development of the School Behaviour Policy.
- 4.4 In order to support the School in meeting its aims, parents are requested to ensure that their child(ren):
  - 4.4.1 Attend School regularly.
  - 4.4.2 Are punctual.
  - 4.4.3 Wear the correct School uniform.
  - 4.4.4 Have the necessary equipment for lessons.
  - 4.4.5 Complete and submit their own work to the set deadlines.
  - 4.4.6 Have high standards of behaviour (including on their way to and from School and when representing the School on trips).
  - 4.4.7 Work to the best of their ability.
  - 4.4.8 Care for their environment.

#### **5. THE SCHOOL**

- 5.1 All staff must support the School's Behaviour Policy at all times.
- 5.2 Staff punctuality at lessons and registration is required as this can reduce poor behaviour in classrooms, corridors, stairways and even outside the School. Similarly, when lessons conclude, pupils need to be dismissed on time and in an orderly manner.
- 5.3 Staff have the right to expect a pleasant, safe, orderly environment whilst at School.
- 5.4 All staff are role models who must always set good examples for pupils in their behaviour, punctuality and attendance and appearance.
- 5.5 Well-delivered lessons are key to good pupil behaviour. Lessons at St Alban's Classical Academy must be thoroughly planned, taking account of individual need.
- 5.6 Staff must intervene promptly when they encounter poor behaviour or unexplained absence.
- 5.7 Staff must take every opportunity to reward achievement when deserved.
- 5.8 Staff must provide parents with regular information to help them support their child's learning.
- 5.9 A consistent application of rules, procedures and consequences must be adopted by all staff. It is only a consistent approach which will contribute to a positive learning environment throughout the School.
- 5.10 In order to realise these aims, staff need to operate in a firm but fair manner. We seek to avoid confrontation and look for positive ways to resolve difficulties.

## 6. SANCTIONS FOR UNACCEPTABLE BEHAVIOUR

- 6.1 Sanctions will be in place to uphold these principles and to demonstrate that misbehaviour is not acceptable, to express the disapproval of the School community and to deter pupils from similar behaviour.
- 6.2 Sanctions could include:
  - 6.2.1 **Level 1:**
    - 6.2.1.1 Verbal warning – by talking to the pupil
    - 6.2.1.2 Written warning
    - 6.2.1.3 Visual warning – by a look, by showing your disapproval in front of others (without humiliating them)
    - 6.2.1.4 Using the class reward/sanction system i.e. traffic light or star box
    - 6.2.1.5 Insisting that work is repeated/completed or that extra work is done. Always give a deadline and check the work.
    - 6.2.1.6 Moving a pupil's position in class if their present position is influencing their ability to learn or influencing the learning of others.
    - 6.2.1.7 Withholding privileges (including loss of team points, one off break/lunchtime detention, one off internal suspension such as being removed from a certain situation or lesson)
  - 6.2.2 **Level 2:**
    - 6.2.2.1 Headteacher's Incident log\*
    - 6.2.2.2 Clean or repair the part of the School they have caused damage to (where possible and under supervision)\*
    - 6.2.2.3 Blue (negative behaviour) report sheet\*
    - 6.2.2.4 Internal suspension such as regularly or for a fixed period being removed from a class or situation\*
    - 6.2.2.5 Personal Behaviour Book\*
  - 6.2.3 **Level 3:**
    - 6.2.3.1 Fixed term exclusion and contract for return\*
    - 6.2.3.2 The Board of Directors warning\*
    - 6.2.3.3 Permanent withdrawal of a place at St Alban's Classical\*

Note 1: \* indicates that parents will be informed or involved. Appeals may be raised via meeting with Headteacher and escalated with the Advisory Board.

## 7. EXCLUSIONS

- 7.1 If a pupil commits a very serious misdemeanour or is continually disrupting lessons, he/she may face a fixed term period of exclusion.
- 7.2 Exclusions may be fixed term or, in exceptional circumstances, permanent.
- 7.3 A fixed-period exclusion can also be for parts of the School day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the School premises for the duration of the lunchtime period. Lunchtime exclusions are counted as half a School day for statistical purposes and in determining whether a governing board meeting is triggered.
- 7.4 The School will only levy exclusions when absolutely necessary. However, we will never shirk from taking appropriate action when necessary.
- 7.5 We recognise that exclusions cause disruption to pupils' learning, which might negatively influence their future behaviour. In all but exceptional circumstances, fixed term exclusions at St Alban's Classical Academy will be limited to 1-3 School days.
- 7.6 There will be a reintegration meeting with the pupil and his parents after every fixed term exclusion in which targets for improvement will be agreed and the pupil will be placed on a 'return from exclusion report'.
- 7.7 In rare cases, St Alban's Classical Academy may have to consider permanent exclusion. Sometimes this will be for a 'one-off' incident. However, for pupils known to be at risk of permanent exclusion, a range of measures may be implemented as appropriate:

- 7.8 meeting/s with parents to consider ways that School and parents can better support the pupil's behaviour
- 7.9 creation of a Pastoral Support Plan that is considered by all key staff involved in supporting the pupil to ensure there is a well considered approach to try and reduce the risk of any negative/concerning behaviours continuing.
  - 7.9.1 assessment of social, emotional and learning needs
  - 7.9.2 alternative curriculum options
  - 7.9.3 allocation of a learning/careers mentor
  - 7.9.4 attendance at a Pupil Referral Unit (PRU) for a managed move to another School
- 7.10 Behaviour likely to result in fixed term exclusion:
  - 7.10.1 persistently disruptive behaviour e.g. challenging behaviour, disobedience and persistent violation of school rules.
  - 7.10.2 verbal abuse/threatening behaviour against an adult or another pupil (both in person and online).
  - 7.10.3 serious damage to school property or personal property of a member of the school community e.g. graffiti, vandalism.
  - 7.10.4 sexual misconduct e.g. lewd behaviour, sexual graffiti, online sexualised behaviour
  - 7.10.5 disruption in the local community.
  - 7.10.6 theft (both in person or online) e.g. selling and dealing in stolen property, stealing on the way to/from school or off site on school related activity/trip, stealing school or personal property.
  - 7.10.7 gambling.
  - 7.10.8 smoking.
  - 7.10.9 fighting/assault.
  - 7.10.10 behaviour likely to bring the School into disrepute.
  - 7.10.11 repeated breaches of the school's uniform and appearance policy.
  - 7.10.12 Defiance and refusal to comply with the School's ethos and culture.
  - 7.10.13 Throwing anything off/over a balcony or out a window (or threatening to do so).
  - 7.10.14 Initial case of/low level bullying towards a member of the School community (verbal, physical, cyber).
- 7.11 Behaviour likely to result in permanent exclusion:
  - 7.11.1 physical assault upon a member of staff or other members of the School community
  - 7.11.2 serious physical assault upon another pupil
  - 7.11.3 use or possession of illegal substances and drug dealing
  - 7.11.4 serious sexual misconduct e.g. sexual abuse, sexual assault, sexual harassment
  - 7.11.5 bringing a weapon (or item that could be used as a weapon to inflict harm or intimidate) onto the School site
  - 7.11.6 posing a serious and/or repeated health and safety risk
  - 7.11.7 repeated incidents of serious misbehaviour
  - 7.11.8 criminal offences committed on the School site, whilst representing the School or whilst on the way to or from the School
  - 7.11.9 in response to a serious breach or persistent breaches of any of the School's policies
  - 7.11.10 where allowing the pupil to remain in School would seriously harm the education or welfare of the pupil or others in the School.
  - 7.11.11 any decision to permanently exclude a pupil will not be taken lightly and before the Headteacher reaches this decision he will (where practical) always listen to the pupil involved.
- 7.12 The Headteacher and Board of Directors will comply with statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice.
- 7.13 Procedures
  - 7.13.1 Fixed term exclusion (up to 45 days per academic year)
  - 7.13.2 The Headteacher or Director makes the decision.
  - 7.13.3 Pupils are excluded by the Headteacher for serious breaches of the Code of Conduct.
  - 7.13.4 Telephone contact is made with the parents as soon as possible.



- 7.13.5 A letter is emailed to the parents/guardians with an explanation of their rights, including their right of appeal, with a copy to the Managing Director.
- 7.13.6 Work will be provided to the pupil/parent that can be undertaken during the period of exclusion.
- 7.13.7 A parent or guardian must attend a formal reintegration meeting in school before the pupil can return to lessons.
- 7.13.8 The School will follow at all times the guidance issued by the Secretary of State.
- 7.13.9 The local authority is informed from Day 6 of any exclusion.
- 7.13.10 The parents / guardians/ carers will have ultimate recourse to an independent appeal panel hearing.
- 7.13.11 In cases where the School deem it appropriate to Permanently Exclude a pupil the Headteacher will ensure that he believes such a decision is lawful, rational, reasonable, fair and proportionate.

## **8. INVESTIGATING INCIDENTS**

- 8.1 All reported incidents of misbehaviour will be investigated appropriately.
- 8.2 St Alban's Classical Academy ensures that all relevant staff receive adequate non-contact time for the conduct of investigations.
- 8.3 St Alban's Classical Academy will notify the police and other relevant bodies of incidents as and when appropriate.
- 8.4 The School aims to complete investigations within a reasonable timescale and not normally exceeding 5 working days.
- 8.5 St Alban's Classical Academy ensures that appropriate feedback from any investigation undertaken is provided to relevant persons, together with recommendations for action.
- 8.6 A copy of the results of all investigations undertaken will be held on record until such time as the pupil leaves the School. Where an investigation finds that there is no case to be heard, the report will be held by the School but will not be considered when any references (or similar) are requested from the School.
- 8.7 When necessary, external agencies are involved.

## **9. INTERVENTIONS/SUPPORT**

- 9.1 As well as consequences for unacceptable behaviour, the School supports the pupils and gives them help and strategies to improve their behaviour. These may include:
  - 9.1.1 Restorative Justice
  - 9.1.2 Anger management
  - 9.1.3 Behaviour management
  - 9.1.4 Mentoring
  - 9.1.5 Counselling Services
  - 9.1.6 Pastoral Support Plans
  - 9.1.7 Art Therapy
  - 9.1.8 The School chaplain will work with pupils who need extra help and support.
- 9.2 Where there are concerns about behaviour or risk of permanent exclusion of a pupil with additional needs or an EHCP or LAC, St Alban's Classical Academy will work in partnership with others to consider additional support or an alternative placement.

## **10. OUTSIDE AGENCIES**

- 10.1 The government has a comprehensive data base of the main points of referral outside the School (e.g. Educational welfare officers, educational psychologists, health personnel, social services/child protection and police) and the school will consider making referrals to such agencies where appropriate and if the school believes that such a referral will support the pupil in question.
- 10.2 Appropriate records on the use of referral forms are kept, and the School will ensure that the classroom teachers are informed in full of the outcome of any referral (if it is deemed appropriate to do so).

## **11. TRAINING AND DEVELOPMENT FOR ALL STAFF**

- 11.1 St Alban's Classical Academy operates a comprehensive behaviour management training programme, reviewed to ensure that it is appropriate to the needs of staff and the circumstances and ethos of St Alban's Classical built upon Christian principles. Induction for new staff, whole School INSET and specific planned training are used.
- 11.2 The School provides relevant information and training on behaviour management matters to all groups of staff including:
  - 11.2.1 Caretakers
  - 11.2.2 Learning Support Assistants
  - 11.2.3 Support Staff
  - 11.2.4 Unqualified teachers
  - 11.2.5 Newly Qualified teachers
  - 11.2.6 Trainee teachers
  - 11.2.7 Supply teachers
  - 11.2.8 Class teachers
  - 11.2.9 Leadership Team
  - 11.2.10 Volunteers
- 11.3 Staff are guided and supported in:
  - 11.3.1 Implementing the School's behaviour policy
  - 11.3.2 Logging and recording incidents
  - 11.3.3 Use of Speech Language Therapist (SLT) Call Out
  - 11.3.4 Lunch time supervision
  - 11.3.5 Classroom management
  - 11.3.6 Educational visits
  - 11.3.7 Teaching that meets individual needs
  - 11.3.8 Legislation affecting behaviour management such as detention, exclusion etc.
  - 11.3.9 Pastoral support
  - 11.3.10 Techniques for encouraging positive behaviour

## **12. COMMUNICATING THE BEHAVIOUR AND EXCLUSION POLICY**

- 12.1 The School's behaviour and exclusion policy is communicated through:
  - 12.1.1 The School's Policy Handbook
  - 12.1.2 The Staff Code of Conduct
  - 12.1.3 The School rules displayed in classrooms
  - 12.1.4 Assemblies
  - 12.1.5 The Curriculum
  - 12.1.6 The Website
  - 12.1.7 Staff Behaviour Briefings
- 12.2 It is essential that all our staff communicate the standards of acceptable behaviour to pupils as appropriate, so that there is no ambiguity with regard to the exemplary conduct and relationships required.
- 12.3 Parents/guardians are notified about any reported serious incidents of misbehaviour in which their son has been involved in as soon as possible.

## **13. PASTORAL CARE**

- 13.1 In School, pastoral care will include:
  - 13.1.1 General oversight in School, including monitoring academic progress, attendance, punctuality, etc.
  - 13.1.2 Teachers provide time for reinforcing spiritual and moral values, good attitudes and a sense of community and direction. They should prayerfully seek to foster an understanding of the spiritual condition of their pupils and develop awareness of their spiritual needs.

- 13.1.3 Teachers develop genuine relationships with the children, enabling them to get a better overview of a child's spiritual, personal and academic development. A child's gifts should be recognised and plans formulated for the exercise and development of particular strengths. Prayer and strategies to enable children to overcome weaknesses is also part of pastoral care.
- 13.1.4 Providing opportunities for each child to feel valued by the School and for each child to make their unique contribution to the life of the school.
- 13.1.5 If a child feels a teacher has unfairly treated them they should ask their parents to discuss this with the teacher. If the parent is still unhappy they should speak with the Headteacher.
- 13.1.6 Where appropriate, and at the request of the Headteacher, The Board of Directors and Chaplain will seek to work with parents and children to address unacceptable behaviour.

#### **14. ACCUSATIONS AGAINST STAFF**

- 14.1 The School's Complaints Procedure should be followed in the case of a pupil making an accusation against a member of staff.
- 14.2 Staff members are encouraged to support one another to ensure high standards of behaviour and seek help from each other where needed. Being open to advice from other staff members, using classroom observations or trying new management strategies may be a great help in promoting good behaviour across the School community.

#### **15. BULLYING**

- 15.1 Bullying of any kind is unacceptable in our School.
- 15.2 Bullying is defined as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face or through cyberspace, and comes in many different forms. (<https://www.kidscape.org.uk/advice/facts-about-bullying/what-is-bullying/>)
- 15.3 See the Anti-bullying Policy for further information about how St Alban's Classical Academy deals with incidents of bullying.

#### **16. SCHOOL CULTURE**

- 16.1 If a pupil has a significant negative influence on other pupils, the Headteacher has the right to seek to permanently exclude the pupil, apart from the process of Headteacher Visits.
- 16.2 Examples of such behaviour would include, but not be limited to: pupil romances, disobedience to parents, a discourteous attitude, and any other on-going attitudes reflecting a clear disregard of the ethos of the School.
- 16.3 If the Headteacher exercises this option, s/he will meet with the parents and Deputy Director, the Deputy Director will make the final decision. The parents will then have the option to withdraw their pupil to prevent permanent exclusion.

#### **17. RE-ENROLMENT**

- 17.1 At the discretion of the Headteacher, in consultation with the Deputy Director, a pupil may be refused re-enrolment.
- 17.2 Such refusal to re-enrol is not considered a direct disciplinary act, requiring accumulated Headteacher Visits in order to be taken.
- 17.3 Refusal to re-enrol is not the equivalent of temporary or permanent exclusion.

#### **18. RE-ADMITTANCE**

- 18.1 Should a pupil who was permanently excluded, or who withdrew to prevent permanent exclusion, desire to be readmitted to St Alban's Classical Academy at a later date, the Deputy Director, in consultation with the Headteacher, will make a decision based on the pupil's attitude and circumstances.

## 19. APPENDIX I - CLASSROOM MANAGEMENT

### CLASSROOM MANAGEMENT

Each class in the school employs its own behaviour management strategies as outlined in Appendix 1. In general, teachers must be able to keep order; otherwise, children in their charge will suffer. A teacher needs to be fully effective in the areas of knowledge of the subjects to be taught and the ability to plan, deliver and evaluate a lesson. Well-organised and delivered lessons help secure good standards in behaviour. Good practice for teachers should include:

- Knowing pupils as individuals and being sensitive to the changes that occur as children grow up
- Clear and fair expectations communicated regularly
- Realistically planning, organising and delivering lessons (i.e. Room layout, pupil groups, matching work to ability, pace of lesson, enthusiasm, use of humour)
- Creating a pleasant classroom and whole School environment including calm, orderly movement around the school and positive break times
- Employing a flexible approach to the curriculum to attempt to meet the needs of all pupils
- Continually observing the behaviour of the class, using praise and rewards and sanctions appropriately
- Being aware of and controlling their own behaviour using professional, positive communication including stance, demeanour and tone of voice. Being a good role model
- Modelling the standards of courtesy expected, being interested in the pupils and their behaviour around the School
- Emphasising the positive, and expecting high standards
- Giving praise for good work and behaviour, being firm but never aggressive with reprimands
- Identifying the right pupil for discipline, criticising the behaviour, not the person
- Avoiding sarcasm and idle threats; never humiliating a pupil
- Providing pupils opportunities to identify undesirable behaviours
- Regular monitoring of incidents, late book and absences with appropriate action

### REWARDS AND SANCTIONS

Rewards are the most powerful means of changing long term behaviour. Praising pupils will raise their self-esteem, help them to learn to accept praise with good grace, enable them to appreciate their strengths, and recognise the success of others and help them to become positive members of society. Rewards tell you what to do, creating a positive response. God's dealings with his people demonstrate that obedience brings blessing and disobedience is folly. Praise can be linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards and for others and personal achievement. Rewards should be given when behaviour is above the standard for that class, it is above the standard for that pupil, or it is of a consistently good standard.

Rewards should

- Be accessible to all children
- Encourage children who want to behave well
- Reinforce an atmosphere of acceptance
- Help the children feel secure and valued
- Draw attention to positive behaviour and values
- Be something desirable (i.e. not embarrassing)

We should avoid giving rewards

- as bribes e.g.; for classroom control
- on demand
- in a way which causes embarrassment
- in a way in which devalues their worth to others (e.g.; over use)

Rewards could be:

- Eye contact and a smile
- Signal between child and teacher
- Use of the class reward system i.e. traffic light or star box
- Verbal praise (including private praise)
- Positive, written feedback
- Displaying or sharing work (including good work assembly)
- Time of favourite activity
- Free choice of activity (end of day/term)
- Stickers, stars, team points
- Sending work to show other teachers/Headteacher

## **REWARDING EXCEPTIONAL BEHAVIOUR**

The School is committed to establishing good moral character as the norm for our staff and pupils.

Exceptionally good behaviour outside the norm is rewarded and is assessed by reference to the seven virtues:

- I. Prudence
- II. Justice
- III. Fortitude
- IV. Temperance
- V. Faith
- VI. Hope
- VII. Love

The School recognises that, where challenging behaviour is related to a pupil's special educational needs or disability, use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve their moral and educational outcomes.

The Headteacher will have access to data summarising the awards received by pupils.

Merit:

- (a) Merits are awarded for exceptional acts within one of the seven virtues
- (b) Merits should be recorded and the Headteacher informed
- (c) A merit is worth one point

Titles:

Titles are awarded in March or April every academic year and are held by the pupil for the next academic year. They are awarded for "Exceptional Moral Character" after consulting all of the teachers involved, and will mimic the four chivalric orders of the United Kingdom. The top four points earners receive the below titles:

- (a) Most Notable Order of the Garter: Champion of Love
- (b) Most Ancient and Most Noble Order of the Thistle: Champion of Hope
- (c) Most Honourable Order of the Bath: Champion of Faith
- (d) Most Distinguished Order of Saint Michael and Saint George: Champion of Prudence, Justice, Fortitude, and Temperance

Pupils who are awarded a Title will receive a book token and a bookplate signed by the Headteacher.

Pupils who attain twenty points will be presented with a gift voucher (or equivalent) by the Headteacher.

## **PRE-EMPTION STRATEGIES**

All pupils are explicitly taught, and deliberately practise, our silence, entrance, exit and toilet routines and rules in their first week at St Alban's Classical Academy. All teachers pre-empt any off-task behaviour in lessons, so that 100% of pupils are on task for every task in every lesson. Teachers insist on one voice in the classroom for instructions, explanations and discussions, and silence for reading, writing and practice. As soon as any slouching, daydreaming, non-tracking or distracting occurs, teachers swiftly use these pre-emptive reminders:

1. **Silent non-verbal:** hand signal, eye contact, facial expression, shake head, sharp pause or clicking.
2. **Unnamed:** 'We're tracking. Just waiting for 100%. We need one person ... and 100%.'

3. **Named:** ‘David, we listen so we can learn. Thank you.’

## MONITORING AND RECORDING BEHAVIOUR

Behaviour is monitored and recorded on the individual pupil assessment profile, behaviour reports, in staff meeting minutes, and the school incident log which is reviewed half termly by the Headteacher. Where necessary a pupil will have their own ‘Headteacher’s’ file containing records of parent meetings, demerit slips and on-going incident records. Referrals to outside agencies, the special educational needs register, and safeguarding procedures will be completed when necessary and recorded following the appropriate protocols. Serious incidents and bullying will be reported to the Board of Directors. St Alban’s Classical Academy aims to create an atmosphere where pupils want to behave well. Poor behaviour will be challenged. A good working environment will be achieved by pupils, parents and teachers working together to maintain good relationships.

### Consequences for Poor Behaviour

1. A **demerit** is given as a corrective reminder if a pupil makes a bad choice, breaks a school rule, or for:
  - Minor misbehaviour in corridors or around school (running, wrong side, etc.)
  - Persistently not obeying, not following, or not concentrating
  - Sloppy written work in lessons
  - Sloppy uniform (untucked shirts etc.)
  - Anything else that a pupil has previously been reminded about by a teacher
2. A **detention** is given for 2 demerits in a lesson, or for:
  - Disrupting or interrupting others in lessons (talking or whispering over instructions, explanations, discussions or silent practice)
  - Disobeying a teacher
  - Talking in the corridor
  - No homework
  - Incorrect equipment or uniform (no ruler, pencil case, reading book, no blazer)
  - Lateness to school (up to 4 detentions depending on time of arrival)
  - Note-passing in class
  - Hesitating in handing over confiscated items
  - Chewing gum – 2 detentions will be given if chewing gum is found, 3 detentions will be given if the pupil does not own up to having chewing gum and then it is found.
  - If a phone is confiscated
3. **Internal Suspension** is removal from lessons to complete work independently and serve detention, for 3 demerits within one lesson or for defying a teacher.
4. **Fixed Term Exclusion** is from 8.30am-3.30pm and is for at least 1 day. The number of days spent in referral is at the Headteacher’s discretion but reasons for being placed in referral may include:
  - Failing to attend after school detention
  - Serious misconduct
  - Severe refusal to follow instructions
  - Arriving to School in incorrect uniform or with an inappropriate hair style
  - Major corridor misbehaviour (e.g. pushing, tripping, shouting, kicking)
  - Discrimination or prejudice towards another pupil
  - Major incident, or damaging the School’s reputation
  - Possession of forbidden items
  - Kissing teeth or tutting at a teacher
  - Disrespectful behaviour towards a member of staff
  - Absconding from internal detention (referral extended to 4.30pm)

- Receiving 6 or more detentions in one day
- Multiple “on calls” in one day
- Extremely bad reactions
- Swearing- verbal or in writing

Pupils who go in to referral after 1pm will complete a full day of referral the following day.

### **USE OF REASONABLE FORCE**

Reasonable force in terms of physical restraint may be used in some circumstances to prevent a pupil from hurting themselves or others, damaging property or causing disorder. Incidents of physical restraint must

- always be used as a last resort
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded and reported to parents

See guidance below for more detailed information.

[https://www.safeguardingsheffieldchildren.org/assets/1/reasonable\\_force\\_searching\\_\\_\\_screening\\_sept\\_20a.pdf](https://www.safeguardingsheffieldchildren.org/assets/1/reasonable_force_searching___screening_sept_20a.pdf)